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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) abled and disabled sixth grade readers' knowledge of story structure under three conditions, (2) the impact of typographical factors on the visual information processing of disabled readers, (3) alphabet sequencing by efficient and deficient oral readers, (4) the fear of failure/fear of success phenomenon in dyslexic adolescent students, (5) the effects of QR (Quieting Response) training on reading comprehension scores of junior high school remedial reading students, (6) the influence of reader interest and reader prior knowledge on the reading performance of fourth grade unskilled readers, (7) the impact of the Title I reading program on high school students' reading achievement, (8) the relationship between bibliotherapy and the self-esteem of junior high school remedial reading students, (9) the alleviation of learned helplessness in poor readers through modeled optimism and competency training, and (10) the listening-reading scores of average deficient readers. (MM)

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Remedial and Compensatory Reading Instruction:

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THE EFFECT OF A VOCABULARY DEVELOPMENT PROGRAM ON THE READING ACHIEVEMENT OF HIGH SCHOOL LIMITED ENGLISH PROFICIENT STUDENTS ATTENDING A SMALL RURAL SCHOOL DISTRICT IN TEXAS

Order No. DA8310682

BLANTON, BELIA, ED.D. *Texas A&I University*, 1982. 106pp. Adviser: Maria M. Barrera

Many bilingual students experience difficulty in secondary English courses. Low scores on the reading section of standardized tests and teacher observation of student performance demonstrate that a limited English language vocabulary shown in speaking and reading skills may be a deterring factor to linguistic achievement.

A quasi-experimental study was conducted with English II limited English proficient students at Freer High School in the spring of 1981. The purpose of this study was to develop and implement a teacher-made program of vocabulary development to alleviate reading deficiencies. The strategy of the program provided the students with oral and written practice of the content vocabulary.

The sample population comprised the Control and Experimental groups. In addition to the regular units and course material of the English II curriculum, the Experimental group received the treatment of intensive vocabulary development for a time limit of twelve consecutive school weeks. The SRA was the instrument used with alternate forms of the test used for pre and post test purposes. *T*-tests were utilized to determine statistically significant differences between the two groups.

The statistical tests showed no significant difference between the Control and Experimental groups at the termination of the twelve-week time limit for the vocabulary development program. A small sample population with a wide range of different reading levels lowered the degree of significance of the *t*-value which contributed to the acceptance of the null hypothesis. Yet, a considerable amount of growth was shown in the experimental group as shown by mean gain.

Among the recommendations made were: (1) a study should be conducted with larger samples of population and (2) a study be conducted in a longer period of time and involving more vocabulary words.

AN ANALYSIS OF ABLED AND DISABLED SIXTH GRADE READERS' KNOWLEDGE OF STORY STRUCTURE UNDER THREE CONDITIONS

Order No. DA8312270

BOGER, CHARLOTTE CAROLE, PH.D. *Texas Woman's University*, 1982. 194pp.

The problem of this study was to determine the differences between abled and disabled sixth grade readers' knowledge of story structure. The research questions focused on: (1) determining the differences between abled and disabled sixth grade readers' knowledge of story structure under three conditions: story generation after being given the title, setting, and initiating event; retelling a story when the initiating event was deleted; and retelling a well-formed story; (2) whether abled and disabled readers recalled the same or different story categories in one story than in another and the reasons for this recall if any; and (3) whether both groups recalled the story categories identified as important by the research literature.

The subjects were selected based on scoring at or above the 70th percentile or at or below the 30th percentile on the reading subtest of the *Iowa Test of Basic Skills, Form 5*, 1971. The basal stories were rewritten to comply with the Stein and Glenn story grammar (1979) and to correspond to the three conditions used in the experiment. Three versions of the story were written for each of the three stories and for each of the three conditions.

The findings revealed that abled readers have significantly more knowledge of story structure than disabled readers when generating a story, retelling a story with deletions and retelling a well-formed story. Disabled readers recalled much less overall for all three stories, proportionately abled and disabled readers recalled the most from a well-formed story and the least from story generation. There was a tendency for the scores for story generation to be lower than retelling a story with deletions to be lower than retelling a well-formed story. The basic difference between abled and disabled readers was in the amount and quality of recall, not in categorical absences. Finally, well-formed stories were recalled significantly better by both abled and disabled readers than stories which the students generated and stories which contained deletions.

AN ANALYSIS OF TYPOGRAPHIC FACTORS ON THE VISUAL INFORMATION PROCESSING OF DISABLED READERS

Order No. DA8317628

CANARY, MARY RYAN, PH.D. *The American University*, 1983. 135pp.

This investigation utilized an experimental design to probe the relationship between the typographical design of the printed page and the initial stage of recognition in the visual processing of disabled readers.

The independent variables included: (1) the typeface width--standard, condensed, and extended; (2) print weight--regular and medium bold; and (3) two variations of leading--one-and two-point. Letter height was held constant by using the same typeface (Geneva, sans serif, 11-point). Also held constant was area illumination (2150°K).

The dependent variable was the number of correct responses made by sixty disabled readers on a three-hundred word tracking exercise that was assembled in composition form but contained no meaningful sentences. This approach enabled subjects to read for word recognition rather than comprehensive meaning, enhancing the possibility that the subjects would be using an initial stage of visual information processing.

Each of twelve printed selections contained a combination of the three independent variables. Five subjects were randomly assigned to each of the twelve forms. Each student read one form. The exercise was interspersed with the target word "pac-man," twenty times. Subjects who were of average intelligence and reading two or more years below grade level completed the exercises individually, identifying and underlining the target words in a one-minute time limit. Scores were tallied by counting the number of correctly underlined target words. These scores provided the raw data. The relationship between print characteristics and disabled readers was treated statistically by a three-way analysis of variance.

The results of this experiment led to the conclusion that extended letter width was significantly less legible ($p < .05$) than the standard or condensed widths across the two print weights and the two variations in leading.

The major contribution of the study is the implication that specific features of typography can influence the effectiveness of the reading process for the disabled reader.

EFFICIENT AND DEFICIENT ORAL READERS: SEQUENCING THE ALPHABET

Order No. DA8323160

COHEN, JUNE, ED.D. *Yeshiva University*, 1983. 174pp.

This study has three purposes: (1) to compare the performance of Efficient Oral Readers and Deficient Oral Readers on the Cohen Alphabetizing Tasks (CALT), (2) to compare subgroups of Deficient Oral Readers on the CALT and (3) to construct a hierarchical order of difficulty on the CALT.

The study population was comprised of 150 2nd and 3rd grade children of whom 56 were classified as Efficient Oral Readers and 94 were classified as Deficient Oral Readers based on performance on the Gray Oral Reading Tests. The subjects lived in a middle class suburban community.

There was no difference between the two groups of readers on the Knox Cube Test, a non-codifiable sequencing task. Thus, it was hypothesized that any difference between groups could be due to the codifiable nature of the CALT. The CALT was comprised of four subtests: Reciting the Alphabet, Motoric Alphabetizing, Writing the Alphabet and Selecting the Alphabet. As predicted, the Deficient Oral Readers made significantly more errors on and took a significantly longer time to complete the CALT than the Efficient Oral Readers. The same results were obtained on each subtest error score and on all but one time score. The groups did not differ significantly on Reciting the Alphabet.

The Deficient Oral Readers were then further divided into subgroups based on performance on the Gates-McKillop-Horowitz Reading Diagnostic Tests: Words: Flash Presentation and Untimed Presentation. There were 46 Deficient Oral Readers Whose Preferred Strategy for Reading Words is Analysis and 48 Deficient Oral Readers Without a Preferred Strategy for Reading Words. Another subgroup had been predicted, Deficient Oral Readers Whose Preferred Strategy for Reading Words is Recognition at Sight, but this subgroup did not emerge.

The performance of the subgroups on the CALT was compared. As predicted, the Deficient Oral Readers Without a Preferred Strategy for Reading Words made significantly more errors than the Deficient Oral Readers Whose Preferred Strategy Is Analysis on the CALT. The former subgroup also took a significantly longer time to complete the CALT. The same results were obtained on each subtest error and time score except one. There was no significant difference between the two subgroups on the time variable of Reciting the Alphabet.

Although a hierarchical order of difficulty had been predicted, no hierarchy emerged from the data.

The results of this investigation agree with some previous studies which have found that good readers are better than poor readers in the rapid retrieval and sequencing of codifiable information. The results also support other studies which have found that good and poor readers do not differ in their ability to retrieve and sequence non-codifiable information. It may well be the codifiable nature of the task that differentiates the groups.

This study also found that the degree of retardation in word recognition ability was also reflected in the ability to perform the CALT. The Deficient Oral Readers Without a Preferred Strategy for Reading Words were the most deficient in the ability to perform a codifiable serial ordering task.

THE DEVELOPMENT OF THE CONCEPT OF SPECIFIC READING DISABILITY FROM BEGINNINGS IN THE NINETEENTH CENTURY THROUGH THE ORGANIZATION OF THE ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES IN 1963 Order No. DA8316275

DUDLEY, MARGARET CAROLE, PH.D. *Emory University*, 1983. 259pp.
Adviser: Dr. Wood Smethurst

This dissertation is concerned with a classic problem in learning disability: certain apparently bright children have severe difficulty in learning to read and write, despite their own efforts, the efforts of parents, teachers, physicians, psychologists and others. This paper attempts to trace the problems from the time of its recognition and identification in the nineteenth century up through the Johns Hopkins Conference for Children with Learning Disabilities in 1962.

For the purposes of this dissertation, "reading disability" will be considered as a persistent difficulty with reading. Aspects of reading disability, noted repeatedly by these investigators, include: subject's reading performance is markedly inferior to performance in other areas of academic learning, and inferior to ability indicated by non-verbal I.Q. tests; a tendency of the subject to have trouble in other language skills besides reading, such as spelling, speech, handwriting, and the ability to express ideas or to organize a story; a general absence of physical disabilities in the subject; and in many cases, other members of the subject's family who have had language difficulties of one sort or another. Finally, specific reading disability has been repeatedly found to be much more common in boys than in girls.

For more than a century, members of the medical, educational, psychological, and psychiatric community have studied "specific reading disability," "dyslexia," "strephosymbolia," and other reading disorders in otherwise normal children without reaching any clear agreement on what they are, what causes them, or of how to deal with them once they are diagnosed.

In the seventy-five years covered by this paper, the concept of reading disability has grown from notions of "congenital word-blindness" to the more general and considerably more sophisticated idea of complex and interrelated disabilities, only one of which is "specific reading disability."

WHOLE LANGUAGE PARENT EDUCATION: ITS EFFECT ON HANDICAPPED PRESCHOOLERS' ACQUISITION OF READING, WRITING, AND SPEAKING Order No. DA8323017

DYKES, MARY JANE MCLIN, ED.D. *Texas Woman's University*, 1983. 382pp.

The major purpose of the study was to determine the effect of participation in an educational program emphasizing selected whole language encounters by parents on their three-, four-, and five-year-old special education children's development of specific writing behaviors and concepts, of print awareness in books and the environment, and of oral language. A secondary purpose was to investigate specific home educational factors that appeared to encourage preschool special education children in acquisition of oral and written language. A pretest-posttest control group design was used. An analysis of covariance was performed on the data gathered from four informal writing and print awareness tasks and from the *Carrow Elicited Language Inventory* and *Peabody Picture Vocabulary Test-Revised*. Covariates considered were sex, SES, IQ, age, class arrangement, and pretest scores. The parental educational program involved seven weekly workshops emphasizing whole language encounters and effective parenting suggestions, home teachers, and provision of educational materials and books to the involved parents. The experimental and control groups each included fifteen children whose IQ's ranged from 34 to 116. Random sampling was used to select the children from lists provided by their teachers. No significant differences were found between performances of the two groups on five of the research instruments, but a significant difference was found between performances of the two groups on the awareness of print in books task. The written language responses of the children were similar to those exhibited by children who were not labeled as special education children in previous studies. Similar educational factors were found in the children's homes, but the high-scoring children used the library, wrote daily, asked questions about environmental print and television programs, asked for books to be reread, and had mothers who enjoyed reading daily more than the low-scoring children in the study.

AN ANALYSIS AND COMPARISON OF THE RESULTS OF "TIME ON TASK" OF A TITLE I REMEDIAL READING PROJECT FOR STUDENTS RECEIVING FIVE PERIODS OF INSTRUCTION A WEEK VS. A GROUP OF STUDENTS RECEIVING THREE PERIODS OF INSTRUCTION A WEEK Order No. DA8321258

FANNING, JOHN MOORE, SR., ED.D. *Temple University*, 1983. 200pp.
Major Adviser: Dr. Eugene C. Abraham

Research presents the hypothesis that children who are not too congenitally handicapped and are taught in preventive classes with well-planned and organized reading programs may approach grade level achievement. Title I provides remedial instruction for children considered educationally disadvantaged. The Pennsylvania Department of Education mandates a minimum of three periods of instruction a week but encourage more. It's a commonly held assumption that the more time spent on task, the more the achievement gains.

The purpose of this study was to analyze and compare the results of "time on task" reading instruction for a group of pupils in the Ridley Title I project receiving five sessions of instruction a week with a similar group receiving three sessions of instruction a week.

The research sought to determine whether a group of fourth, fifth, and sixth graders receiving five sessions of instruction would have significantly greater gains in reading comprehension than students receiving three sessions; whether there would be a difference in any of the grades; whether a difference exists between males and females; and finally, if reading achievement correlated significantly with intelligence.

These questions were converted to one primary and five secondary null hypotheses. The study took place in the Ridley School District located in a suburb of Philadelphia, PA. The subjects were enrolled in Title I classes in four elementary schools. Each school contributed two groups of ten students to the study. Of the 80 students who participated in the study, 23 were in the fourth grade, 30 in the fifth, and 27 in the sixth. There were 51 boys and 29 girls. The *California Achievement Test* and the *Short Form Test of Academic Aptitude* were used as criterion measures.

The primary and four of the five subordinate null hypotheses could not be rejected. Only the subordinate hypothesis relating to sex could be rejected. The results indicate that there is no significant difference in reading achievement for a group of pupils receiving five periods of instruction and a similar group receiving three periods of instruction but that boys do significantly better in the group receiving five periods of instruction.

THE EFFECT OF STUDY SKILL TRAINING ON THE READING AND RETELLING OF FOURTH, FIFTH, AND SIXTH GRADE LEARNING DISABLED STUDENTS

Order No. DA8318354

FERRANTE-ALEXANDER, DEBORAH JEAN, PH.D. *The Ohio State University*, 1983. 309pp. Adviser: Professor John O. Cooper

The study was conducted to determine the effects of a study skill training procedure on the oral retelling, following the reading of expository material, on three fourth, fifth, and sixth grade learning disabled students. Measures on retelling (retelling percentage, rate, duration), oral reading, study characteristics, and answers to nine comprehension questions were taken at every session. The study skill taught during intervention was a modified version of the SQ3R (Robinson, 1941) technique and was a systematic replication of the procedures used by Adams (1980). Each student received approximately thirty five, one-half hour sessions of instruction. When each student achieved mastery in using the study skill, while maintaining high retelling percentages, maintenance procedures were implemented whereby systematic fading of experimenter directions and assistance occurred until the student was following the study rules independently. Data showed that all students retold a markedly higher percentage of information after learning the study skill. The findings of this study, analyzed according to a multiple baseline design across students and a reversal design for each student, confirm the existence of a functional relationship between improved retelling and the use of the study skill procedure. Students required 13, 17, and 20 instructional sessions before they were able to use the study rules independently. In Maintenance and during post checks students used the procedure easily, quickly and without the experimenter's participation while maintaining their highest retelling percentages. The correlation between retelling performance and number of questions answered correctly was not substantial and retelling was more sensitive to the influence of the independent variable. This study showed that when learning disabled students in this study mastered use of a systematic study technique, they were able to retell markedly higher percentages of information from expository passages than when given extra study time to use their own random study methods.

THE RELATIONSHIP BETWEEN READING ACHIEVEMENT, ECONOMIC DEPRIVATION, AND PUPIL COSTS IN TEXAS TITLE I PROJECTS DURING FISCAL YEAR 1980

Order No. DA8322115

GUERRA, IGNACIO, JR., ED.D. *University of Houston*, 1983. 115pp.

The objective of this study was to explore the return on investment in Elementary and Secondary Education Act (ESEA) Title I compensatory education projects devoted to reading achievement in Texas during the 1979-80 school year. To this end a comparison was made between Normal Curve Equivalent gains and: (1) economic deprivation as defined by percent of pupils from low-income families residing in local school districts, (2) pupil costs as defined by average per-pupil expenditures, and (3) reading-score gains in grades two and six.

Data for the 1979-80 school year were obtained from school district funding application records on file with the Division of Compensatory Education of the Texas Education Agency (TEA), and from evaluation reports of pupil reading achievement on file with the TEA Division of Program Evaluation.

Findings in this study led to the conclusion that federal funds have had a selective impact upon reading gains among the pupils in the school districts studied. The impact has been greater in school districts with low, rather than high, percentages of economic deprivation and among grade two, as opposed to grade six, pupils.

It was, therefore, recommended, first, that the federal funding of compensatory education projects in school districts with high percentages of economic deprivation be supplemented by other types of assistance and that a study be conducted in which school districts with high and low percentages of economic deprivation are compared in the areas of educational resources, facilities, staffing, and individual pupil placement. A second recommendation was that early treatment of educational deprivation be a priority in the federal funding of compensatory education projects and that an investigation be conducted to determine which factors contribute to the greater effectiveness of such early treatment, as well as to the quality of compensatory education for this grade level. The third recommendation was that such variables as the use of paraprofessionals in classroom instruction, the ethnic composition of classes, the regularity of pupil attendance at school, etc., be investigated in order to increase understanding of the elements to which reading achievement can be attributed.

A STUDY OF THE FEAR OF FAILURE / FEAR OF SUCCESS PHENOMENON IN DYSLEXIC ADOLESCENT STUDENTS

Order No. DA8319908

GUNZELMANN SWEENEY, BETSY ANN, ED.D. *Boston University School of Education*, 1983. 196pp. Major Professor: Hilary E. Bender

The psychological experience of the dyslexic adolescent student is complex. Through personal observations of this experience during the process of psychotherapy, specific characteristics and themes began to emerge which were common to a group of dyslexic students who appeared to become caught in a fear of failure/fear of success conflict. The purpose of this study was to describe and analyze this experience.

Studies on "learned helplessness" (Seligman, 1973), attribution theory, locus of control, and the social psychological influences were considered. The literature on fear of failure and fear of success as it pertained to the learning disabled population was reviewed.

A qualitative research methodology was used. Information was gathered from previous school, medical, and family records as well as through focused interviews during therapy sessions over the course of a 1½ - 3 year period. A phenomenological perspective was used as a frame of reference to analyze the descriptive information obtained on the subjects.

The three subjects involved were diagnosed as having a "specific disability." They represent extreme cases of students suffering from the secondary emotional effects of their learning disability.

The results suggest that certain characteristics appear to be associated with the students who experienced this conflict. These characteristics include: low self-esteem, poor self-concept, failure imagery, fear of growing up, fear of taking learning related risks, external perceptions of control, changing perceptions of control, depression, helplessness, difficulty dealing with individuation, and self-sabotaging behaviors.

The experience began with a fear of failure. Once the subjects experienced success, a fear of success appeared to develop which led into a double bind approach - avoidance conflict. Numerous positive qualities developed in students who learned to cope with this experience.

The results suggested that future research should focus on identifying other components which may complicate the dyslexics' ability to achieve. It also was suggested that the results may be applicable to other disabled or repressed populations. Additionally, it appears that some dyslexics may benefit from psychotherapy. Studies will need to focus on the most effective therapeutic techniques to utilize with these individuals.

URBAN HIGH SCHOOL STUDENTS' READING INTERESTS AS RELATED TO ABRAHAM MASLOW'S HIERARCHY OF HUMAN NEEDS

Order No. DA8313177

HETZEL, CHARLES WILLARD, PH.D. *The University of Wisconsin - Madison*, 1983. 169pp. Supervisor: Professor Kenneth L. Dulin

To test several hypotheses involving relationships between Maslovian Needs-levels and human-reading interests, two data-collecting instruments--a Student Book Evaluation Inventory (SBEI) and a Maslovian Needs Level Test (NLT)--were developed and administered to 475 high school students in south-eastern Wisconsin.

The SBEI consisted of twenty-five fictitious book titles and annotations, five each of which were judged to be representative of each of the five Maslovian Needs Levels: (1) Survival, (2) Security, (3) Love and Belongingness, (4) Esteem, and (5) Self-actualization. Each title and annotation was followed by a five-point rating scale to which the students responded in terms of their relative willingness to read that book, and these results were then statistically analyzed.

Results. For the total sample, Level Three books were most accepted, followed by Level Two, Levels One and Five, and Level Four books. When the top 25% and bottom 25% NLT groups were examined, it was discovered that the top 25% students were more accepting of upper-level (4 and 5) books than of lower level (one and two) books, while the bottom 25% group preferred lower-level books (one and two) to the Upper Level books. Students from the lowest socio-economic status group were more accepting of Lower Level books and also scored lower on the Needs Level Test than did students from higher SES levels. The results of the study supported the hypotheses that there would be positive relationships between Maslovian Human Needs as presumably measured by the Needs Level Test and students' acceptance of books representative of these needs. Also, students scoring in the top and bottom one-quarter of the study sample in terms of their personal needs-level (NLT scores) were compared, as were students from higher and lower SES levels.

A STUDY OF READING ACHIEVEMENT IN TERMS OF SYMBOL REVERSALS IN FIRST GRADE CHILDREN

Order No. DA8318014

HEYDORN, BERNARD LEON, PH.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1983. 130pp. Supervisor: Dr. Earl H. Cheek, Jr.

This study was designed to investigate reading achievement in first grade children who are symbol reversers vs non-reversers and who are male vs female, and also to determine the effectiveness of a modification of the *Kirshner Program* (1977) in reducing symbol reversals. The sample was comprised of 115 first grade children in seven classes in two schools in East Baton Rouge Parish, Louisiana. The students were selected from a number of volunteer grade one classes on the basis of their being representative of the district at large in terms of racial composition and socioeconomic factors. The study used a randomized control group pretest-posttest design representing a 2 (sex) x 3 (grouping) experimental factorial design. The instruments used were the *Jordan Left-Right Reversal Test*, Level 1 (1974) and the *Gates-MacGinitie Reading Tests Basic R*, Forms 1 and 2 (1978).

An analysis of the data revealed these findings: There was no significant difference in reading achievement of symbol reversing students with treatment in the remediation of symbol reversals and those without such treatment, despite sex. There was a significant difference in reading achievement between symbol reversing and non-reversing students, despite sex. There was no significant difference in symbol reversals between symbol reversing students with treatment in the remediation of symbol reversals and those without such treatment, despite sex. There was no significant difference in symbol reversals between sexes overall. There was a significant difference in reading achievement gain in all groups and in the reduction of symbol reversals for the experimental and equivalent control groups. There was no significant difference in reading achievement gain between all groups. There was no significant difference in symbol reversals reduction between the experimental and equivalent control groups. There was a significant difference in symbol reversals reduction between the experimental and control group of non-reversers and between the control group of reversers and non-reversers.

The data questioned sex differences in reversals and the practice of remediating reversals, and advanced a theory for the relationship of symbol reversals to reading achievement. Recommendations for further study were made to practitioners and researchers.

A STUDY OF THE COMPARISON OF REPEATERS AND NONREPEATERS IN TERMS OF LANGUAGE AGE AND ORAL MISCUES

Order No. DA8312064

IRVING, ALICE ANN PERDUE, ED.D. *Louisiana Tech University*, 1982. 235pp. Supervisor: Professor Martha C. Cheek

The purpose of this study was to compare nonretained and retained students in language age and types of miscues produced when reading a selection orally.

The population was composed of fifty-two students in nine second grade clases. Of the original fifty-two students, forty-three were used in the study. Eight of the students did not meet the criteria of producing twenty-five or more miscues on the selected passages.

The study tested twenty-five null hypotheses related to four categories. Hypothesis 1 compared nonretained and retained students in language age. Hypotheses 2 through 10 compared nonretained and retained students in recording a tabulation of miscues from words in context. Areas involved were graphic similarity, sound similarity, and grammatical function. Hypotheses 11 through 22 compared nonretained and retained students through structure and meaning of sentences. Areas involved were correction, grammatical acceptability, semantic acceptability, and meaning change. Hypotheses 23 through 25 indicated the degree of passage comprehension between nonretained and retained students.

Instruments used in the study were the *Peabody Picture Vocabulary Test-Revised* to obtain language age and the *Ekwall Reading Inventory* to identify frustration levels. The *Ekwall Reading Inventory* provided the passage selections for marking miscues and the *Reading Miscue Inventory-Short Form* for coding the miscues.

The study did not produce any significant findings with the exclusion of Hypothesis 12 concerning unsuccessful attempts to correct miscues. The analysis of data revealed no particular pattern existed as to acceptance or rejection of each hypothesis.

The following conclusions were formulated: (1) Retained students needed an additional year for developmental growth in language age to equal nonretained students. (2) Retained and nonretained students produced the same types of miscues because similar instruction was administered to all students. This was evident during classroom observations and conversations. (3) The nonretained student used the unsuccessful attempt to correct miscues more than the retained student because of his advanced maturity level. (4) Similar instruction at the instruction level of the student provided retained students with no greater loss in comprehension than nonretained students.

THE RELATIONSHIP BETWEEN CHOICE OF SELF-PROTECTIVE MECHANISMS AND ACHIEVEMENT GAINS IN READING DURING THE REMEDIATION PROCESS

Order No. DA8322118

KAPLAN, DIANE SUSAN, ED.D. *University of Houston*, 1983. 271pp.

The focus of this study was on the relationship between the students' choice of more mature and/or less mature self-protective mechanisms and their receptivity to reading remediation.

The total sample consisted of 65 reading-disabled students, in grades 2 through 11, enrolled for at least one term of reading remediation at the Diagnostic Learning Center at the University of Houston during the summer of 1981 or the 1981-1982 school year.

Multiple regression analysis was used to examine the relationship between use of more mature and less mature self-protective mechanisms, as measured by the Guilt Deflection Scale and the Avoidance of Personal Responsibility Scale (two scales previously used in Howard Kaplan's 1971 junior high school study), and improvement in reading achievement, as measured by the *Reading-Spelling Vocabulary Proficiency Test* (*RSVPT*) and two subtests from the *Woodcock Reading Mastery Tests*, the Word Identification Subtest and the Passage Comprehension Subtest. The following other independent variables were controlled: age level, IQ level, socioeconomic level, the reading pre-test scores, and the presence or absence of previous tutoring at the center. The significance of the regression coefficients were determined by a one-tailed t-test with α set at .05.

Results and Conclusions. (1) Use of more mature self-protective mechanisms was positively related to improvement in reading for the Word Identification Subtest, it was not related to reading improvement for the *RSVPT*, and for the Passage Comprehension Subtest the relationship was positive and it approached significance. (2) It was suggested that this relationship was apparent on the reading tests that measured application of skills rather than mastery of specific content. (3) Use of less mature self-protective mechanisms was unrelated to improvement in reading for all three reading tests. (4) The interaction of age and use of less mature self-protective mechanisms was negatively related to improvement in reading for the *RSVPT*, it was not related to reading improvement for the Word Identification Subtest, and for the Passage Comprehension Subtest the relationship was negative and it approached significance. (5) These results provided some support for the suggestion that greater use of less mature mechanisms at an older age was negatively related to reading improvement.

EFFECTS OF QR TRAINING ON READING COMPREHENSION SCORES OF JUNIOR HIGH REMEDIAL READING STUDENTS

Order No. DA8315710

LOGAN, PATRICIA BURNS PH.D. *Oklahoma State University*, 1982. 106pp.

Scope of Study. This study investigated the effects of Quieting Response (QR) training on reading comprehension scores of junior high remedial reading students. The subjects consisted of 32 boys and girls enrolled in grades seven through nine of a northeastern Oklahoma junior high school. A pretest, posttest control group design was utilized with subjects matched on gender, age, and Gates McGinnitie total reading scores. Sixteen students in the experimental group received four weeks of QR training while 16 students in the control group participated in a four weeks drawing experience. The Reading Comprehension subtest of the Nelson Reading Skills Test was used as the pre- and posttest measure. A two-way mixed model ANOVA was used to analyze the data.

Findings and Conclusions. Although the results did not show QR training to have a significant effect on reading comprehension scores, the results are considered inconclusive due to a lack of student effort on the pretest and a ceiling effect on the posttest. Additional information was gathered from student interviews and a student questionnaire completed at the end of the study. The students' responses indicated positive attitudes toward the QR training. An unplanned aspect of the study, however, was that the students tended to use QRs more in situations when they were angry or upset rather than during reading activities. Further research in this area might include more instructions to the students specifying that they use QRs during reading assignments. Suggestions for research in the area of drawing experiences were also made.

THE EFFECTS OF BIOFEEDBACK THERMAL TRAINING AND RELAXATION TRAINING ON READING SCORES, LOCUS OF CONTROL, STATE AND TRAIT ANXIETY, EMG READINGS, AND FINGERTIP TEMPERATURES OF BEHAVIOR DISORDERED STUDENTS

Order No. DA8318310

MARINO, MICHAEL DOMINIC, ED.D. *Northern Illinois University*, 1983. 127pp.

The intent of this study was to investigate the effects of biofeedback thermal training and relaxation training on reading vocabulary and comprehension scores, locus of control orientation, state and trait anxiety levels, EMG readings, and fingertip temperatures of behavior disordered students.

A group of 56 behavior disordered 10th, 11th, and 12th grade students from three private day-school summer programs were administered pretests and posttests utilizing the Gates-MacGinitie Reading Vocabulary and Comprehension Tests, Rotter I-E Scale, Self-Evaluation Questionnaire (STAI), Forms X-1 and X-2, the Cyborg EMG J33 unit, and 3½-inch mercury-type biofeedback thermometers.

The applied statistical techniques were the *t*-test, correlational analysis, and analysis of variance. Results indicate that reading comprehension scores, locus of control orientation, EMG readings, and fingertip temperatures were related to biofeedback thermal training and relaxation training. Reading vocabulary scores and state and trait anxiety scores were not.

Based on the findings of this study, it was concluded that: (1) Some of the increase in reading comprehension scores might have resulted from factors such as testing, maturation, and history. (2) Biofeedback thermal training and relaxation training may result in shifts in locus of control orientation toward internality with the concommitant risk of locus of control orientation shifts toward externality. (3) Shifts in locus of control orientation toward externality and the lack of state and trait anxiety score reduction are contradictory to the results of previous research. A possible explanation regarding these contradictions may be that the training leaders were not sufficiently trained in applying the techniques of biofeedback and relaxation training. (4) State and trait anxiety measures may not have reflected anxiety reduction even though EMG readings indicated that subjects gained a sense of internal relaxation. (5) The order of the measures may have influenced some of these contradictions.

Several recommendations for school practices and for further research are provided in the text.

TEACHING READING TO DISABLED READERS BY ELIMINATING THE NECESSITY FOR GRAPHEME TO PHONEME RECODING

Order No. DA8322765

MAXWELL, MARY J., PH.D. *St. John's University*, 1983. 80pp.

The purpose of this study was to ascertain if reading achievement could be enhanced through bypassing the grapheme to phoneme deficit present in many disabled readers.

Previous research has found that good readers tend to be divided between students with a left and right hemispheric cognitive style. However, the overwhelming majority (87%) of the poor readers tend to be right hemisphere activators, who have difficulty when they are asked to make a grapheme to phoneme conversion. This difficulty may cause a deficit in short term memory, thus comprehension falters. Although many disabilities have been ascribed to reading difficulties, a grapheme to phoneme conversion deficit in and of itself can explain why reading problems occur.

In the present study 240 first graders were pretested on the reading section of the Metropolitan Achievement Test and on the teacher made materials. Of those tested, 60 students scored below the 40th percentile. These disabled readers were screened for eye movements. Eighty five percent were right hemisphere activators. Forty five students were randomly selected and divided into three groups: (1) Visual Facilitation Group, (2) Auditory Facilitation Group, (3) Control Group.

Each group was taught for 25 half hour sessions. The Visual Facilitation Group's program involved using a series of words and pictures which the children matched and used to write sentences. The Auditory Facilitation Group's program involved hearing taped short passages while wearing headphones and following along with printed sheets. The Control Group received work identical or similar to what they had been doing in class during the year.

The results indicated that on the six dependent measures all three groups improved significantly ($p < .05$) from pre to post on five of the measures. However, only the two experimental groups showed a significant improvement on the comprehension section of the MAT.

Thus, many different remediation programs can help students in overall reading achievement, particularly when picture cues are present. However, only a systematic program which bypasses an area of deficit and reaches to a strength leads to improvement in comprehension.

COMPARISON OF TWO METHODS FOR TEACHING READING TO UNDERPREPARED, READING DEFICIENT COLLEGE FRESHMEN

Order No. DA8310708

MURRAY, MABEL LAKE, ED.D. *Virginia Polytechnic Institute and State University*, 1982. 162pp.

This study examined differential effects of two methods of teaching selected reading skills, scanning, skimming and finding main ideas, on 28 high school graduates who were to enroll in a four year institution of higher education in the coming fall. In addition, the attitudes of the students were monitored for change. The classroom climate was evaluated for qualitative differences between methods.

One method, pluralistic, included extensive teacher-student interaction during lessons. Lesson content was delivered using a wide range of instructional strategies and materials. The alternate method, worktext, included a structured, systematic workbook. After a brief introduction, lessons were primarily conducted through independent workbook activities, keeping student-teacher interaction at a minimum.

No significant differences were found for performance between instructional groups on the selected reading skills. While no group differences were apparent for attitude shifts, there were clearly positive changes in attitude for the entire sample towards reading instruction and the participants personal reading ability. Systematic observation of teacher's style indicated that a pupil-centered classroom climate was evident in both classrooms. Implications were drawn regarding future instructional programming for underprepared college bound students.

THE INFLUENCE OF READER INTEREST AND READER PRIOR KNOWLEDGE ON THE READING PERFORMANCE OF FOURTH GRADE UNSKILLED READERS WITHIN THE CONTEXT OF A CLINICAL ASSESSMENT

Order No. DA8319928

PARATORE, JEANNE RICCARDI, ED.D. *Boston University School of Education*, 1983. 262pp. Major Professor: Roselmina Indrisano

The purpose of this exploratory study was to test the validity of applying a current model of the reading process to the development and use of a clinical assessment. The model views reader prior knowledge and reader interest as primary factors in the comprehension of narrative prose.

The subjects were 25 fourth grade unskilled readers. The assessment passages and comprehension questions were designed by the researcher and incorporated findings of current reading comprehension research related to reader interest, linguistic complexity, and passage organization. Additionally, assessment procedures and techniques were employed which allowed the researcher to identify the reader's area of high and low interest and the degree of the reader's prior knowledge related to the topic of each passage read.

Data related to free recall, recall of story categories, probed recall, word recognition accuracy, and rate of reading were collected and analyzed in relation to level of reader interest and reader prior knowledge. Additionally, data related to instructional levels of reading achieved on both the high interest and low interest informal reading assessments were collected.

Analyses of the data did not yield statistical significance related to the influence of interest and knowledge on the three comprehension variables, free recall, recall of story categories, and probed recall. However, there was a consistent trend in the data toward improved comprehension in high knowledge and high interest conditions. Additionally, when traditional instructional level criteria were observed (95 percent word recognition, 75 percent comprehension), there was a significant and substantial difference between instructional levels achieved on high interest and low interest passages. There was no evidence of a relationship between the level of reader interest and reader prior knowledge and word recognition accuracy in any of the study conditions. Finally, the data related to the influence of reader interest and reader prior knowledge on reading rate suggested that for this sample of unskilled readers, decreased rate may be associated with higher interest and higher knowledge and may provide evidence of increased interaction with text under these study conditions.

Although the study is limited by the relatively small sample size and by the absence of previous similar investigations, the findings reveal important methodological insights for the design of future research.

AN INQUIRY INTO THE EFFECT THAT MASTERY OF THE RAPID IDENTIFICATION OF INDIVIDUAL WORDS HAS ON RATE AND COMPREHENSION IN CONTEXT

Order No. DA8317989

RACER, WILLIAM EUGENE, ED.D. *University of Kansas*, 1983. 180pp. Major Professor: Dr. Nita W. Sundbye

Deficient readers may have reading problems because they cannot rapidly recognize words that occur repeatedly in their reading. This experimental study attempted to determine if reading rate and comprehension would be improved when recognition of individual words was mastered by the reader at the rate of 1/10th second or faster.

Subjects in this experiment which took place in the spring of 1982, were seventh grade students of normal intelligence from a Kansas public junior high school who read below 5.9 grade level on the *Nelson Reading Test*. The 56 subjects were divided into two treatment groups. Group One developed speeded response to words, while group two spent an equal amount of time in sustained silent reading.

The American Heritage Word Frequency Study was used to determine highly frequent words which appeared in ten passages of the *Ekwall Reading Inventory*. 410 words placed randomly into 21 word lists made up approximately 87% of the text of the Ekwall passages. Tachistoscopes were used to develop speeded response to those words and to test mastery of each word at the rate of 1/10th second or faster.

Subjects' rate and comprehension were pretested on five ERI paragraphs at grade levels four through eight. They were posttested on the same paragraphs as well as a different set of graded paragraphs.

Two-way repeated analyses of variance was computed for the same pretest-posttest passages at each reading level. Variables were groups, tests, and group-test interaction. Analyses of covariance was computed for different pretest-posttests.

Four hypotheses concerning reading rate were not rejected. There was only a minimal change of reading rate and no significant differences were observed.

Four hypotheses concerning reading comprehension were tested. Significant differences were found between the pretest and posttest at all reading levels and in some interactions. The results suggested that teaching speeded response to words probably is an effective way to help some deficient readers improve their reading comprehension and a better way than sustained silent reading.

AN ANALYSIS OF THE TITLE I READING PROGRAM AND ITS EFFECTS UPON THE READING ACHIEVEMENT OF HIGH SCHOOL STUDENTS

Order No. DA8314091

ROSSI, VICTOR LUCIEN, ED.D. *University of San Francisco*, 1983. 209pp. Chairperson: Allen Calvin

The overall purpose of this study was to analyze and determine the effectiveness of Title I services provided to educationally disadvantaged high school students in the San Francisco Unified School District.

This study was a causal-comparative analysis of reading achievement of ninth and tenth grade high school students participating in the Title I reading program over a one year time period.

Analyses of covariance, multiple regression, and power analyses (effect size) were the techniques employed for statistical analyses using the factors of grade level, program, zip code, (socio-economic) school, ethnicity, attendance and gender. The dependent variables were total reading, reading vocabulary and reading comprehension test scores as measured by the Comprehension Test of Basic Skills.

The correlation analysis indicated little relationship of the variables identified in this study to the 1981 total reading scores. The multiple regression analyses, which included seventeen variables, could only account for 7 percent of the explained variance in the 1981 total reading scores. Using covariance statistical procedure it was determined that the Title I program could have been more profitable to the participants in relation to students in the comparison groups.

The ESEA Title I program has provided many special services to eligible schools yet, in the context of this extensive study, there was little discernable impact. In some cases, gender, ethnicity and socio-economic sub groups sometimes scored higher and sometimes scored lower than Title I students in eligible schools when compared with those in non-Title I schools. Additional studies should be conducted within the context of this study in order to identify additional variables that affect reading achievement.

RELATIONSHIP BETWEEN BIBLIOTHERAPY AND THE SELF-ESTEEM OF JUNIOR HIGH SCHOOL STUDENTS ENROLLED IN REMEDIAL READING CLASSES

Order No. DA8318314

SHAFRON, PHYLLIS WATKINS, ED.D. *Northern Illinois University*, 1983. 186pp.

The purpose of this study was to investigate the relationship between the use of bibliotherapy and the self-esteem of junior high school students who were enrolled in remedial reading classes. The relationship between the variables was analyzed by grade level, subject sex, ability level (IQ), reading comprehension level, total reading level, and the presence/absence of a learning disability (LD).

The population consisted of ninety-eight boys and girls in the seventh and eighth grades. Fifty-eight subjects comprised the experimental group; forty subjects comprised the control group.

The reading level of the subjects was measured by the *California Test of Basic Skills* (CTBS); ability level was determined by the administration of the McGraw-Hill *Short Form Test of Academic Ability* (SFTAA). A pretest Coopersmith *Self-Esteem Inventory* (SEI) was administered at the beginning of the school year before the experimental study commenced. A posttest SEI, administered at the end of the school year, determined change in self-esteem level.

The bibliotherapeutic procedure consisted of group reading and discussion of carefully chosen books. No bibliotherapeutic procedures were used with the control group.

All data were analyzed by computer, using the McGraw-Hill *Statistical Package for the Social Sciences* (SPSS). Analysis of the data consisted of an analysis of variance of the pretest SEI means to verify the equivalence of the groups before treatment. An analysis of variance was done on the posttest SEI group means analyzed by the various variables. An analysis of covariance was also done on the posttest SEI means using the pretest SEI means as the covariate. All null hypotheses were retained since the posttest SEI means showed no significant main effect nor interactive difference between treatment and the various secondary variables.

The following recommendations were made: (1) If bibliotherapy is used as a classroom procedure, supplement it with a supportive process. (2) Investigate individual cases where subject self-esteem improved. (3) Measure the self-esteem of the subjects when they are senior high students to determine if self-esteem has improved longitudinally. (4) Replicate the study using an instrument other than the SEI to measure self-esteem. (5) Replicate the study in various socioeconomic communities to see if the same results occur in other types of communities.

EFFECTS OF READING INSTRUCTION ON READING ACHIEVEMENT AMONG UPWARD BOUND STUDENTS AT PURDUE UNIVERSITY

Order No. DA8324063

SLAUGHTER, BERNADETTE COLE, PH.D. *Purdue University*, 1983. 117pp. Major Professor: Geneva Gay

This study investigated whether Purdue Upward Bound (PUB) students improved in reading to any significant degree by the end of a two-year program of remedial and developmental reading courses. One hundred and thirty-two subjects were selected for the study from a total enrollment of 205 students in PUB during the 1976-1982 period. A standardized achievement battery entitled *California Achievement Tests* (CAT) was administered to the subjects as a pretest and posttest measure of achievement in the basic skills of reading, mathematics, and language. The *Scholastic Aptitude Test* (SAT) was administered as a posttest in the study. Reading instruction was the independent variable of interest and was not manipulated during the investigation. Posttest reading performance and SAT verbal performance were the measured variables.

Eight hypotheses were developed to test the effect of reading instruction or number of reading courses on reading achievement. The data were analyzed by using ONEWAY, ANOVA, BMDP2V, and MULTIPLE REGRESSION analysis of variance techniques.

An important finding of this study was the significance of the CAT-Total Reading pretest in determining PUB students' performance on the SAT verbal scale and on the CAT-Reading posttest. Reading pretest performance was a concomitant variable in the level of SAT verbal achievement and also in the level of reading achievement on the CAT total reading posttest. Another important finding was the existence of an inverse relationship between reading instruction or the number of reading courses and reading achievement. Consistent trends in the data indicated that PUB students increased their reading achievement significantly after a two-year period during which they were exposed to intervention programs in Upward Bound. The findings also indicated that the effect of reading instruction was not significant enough to set the experimental group and the comparison group apart, and reading achievement stayed the same after two years of reading intervention.

The year was not a significant main effect in the tests for interaction between Upward Bound Classes and Reading Group. However, a significant interaction was observed between reading ability groups--low, average, and high--and the test.

CONTRASTIVE PATTERNS OF PERFORMANCE IN LEARNING-DISABLED AND NON-LEARNING-DISABLED READERS

Order No. DA8320779

SPECTOR, JANET EILEN, PH.D. *Stanford University*, 1983. 181pp.

This study investigated characteristic patterns of decoding performance in 207 elementary students. The primary purpose was to determine whether the same sources of difficulty contribute to the reading problems of learning-disabled (LD) and non-LD readers. Students in grades two through six from three school districts and six schools read words that varied in frequency of occurrence, length, and orthographic pattern. Accuracy, fluency, and error type were measured to determine the effects of the word difficulty factors on students varying in diagnostic classification, grade, sex, and school district.

The results indicated that the major source of difference between LD and Non-LD readers was in the effect of frequency. Classified LD readers, when compared to below-average (Q1) and average (Q3) readers not classified as LD, experienced considerable difficulty in reading synthetic words. LD readers also were more adversely affected than Q1 or Q3 readers by variations in length and orthographic pattern, although their effects were more moderate than the effects of frequency. While the differences between diagnostic classifications were apparent on both accuracy and fluency measures, there were no significant between-group differences in error type. All readers tended to make more vowel errors than any other type of error and to substitute more simple for more complex patterns. It was concluded that LD readers differ from other poor readers and from average readers primarily in phonetic analysis skill.

There were also some unexpected sex differences in the pattern of results. Although it is generally found that male elementary students are poorer readers than female elementary students, female LD readers in this study appeared to be poorer decoders than male LD readers. It was suggested that the differences might reflect referral criteria. Teachers might refer more readily males for special education services due to a higher incidence of behavior problems. Consequently, females in LD programs might be more deficient in reading skills than their male counterparts.

THE ALLEVIATION OF LEARNED HELPLESSNESS IN POOR READERS THROUGH MODELED OPTIMISM AND COMPETENCY TRAINING: A SELF-EFFICACY ANALYSIS

Order No. DA8312375

STEKEL, KAREN WARD, PH.D. *City University of New York*, 1983. 96pp. Adviser: Professor Barry J. Zimmerman

The present study examined several variables that were hypothesized to be related to the poor reading performance of sixty, fourth- and fifth-grade children according to a social learning theory. Two variables were identified for study: first, children's lack of reading competence and second, their negative self-efficacy beliefs. It is well known that these poor readers' lack of basic skills leads to repeated failure experiences. These experiences have been found in prior research to foster feelings of helplessness in reading. Self-efficacy theory specifies several points of intervention in this failure-helplessness cycle. Direct and vicarious treatments have been developed by social learning theorists to improve children's motivation and performance. These changes are assumed to come about because of increases in children's self-efficacy.

In the present research, children were taught a semantic rule for affix use. Competency training was carried out through direct instruction on related stem words and affixes. Self-efficacy was manipulated through exposure to an optimistic or pessimistic model learning the same task. It was found that children receiving competency training outperformed their untrained peers on transfer measures of affix use. These results were also evident during transfer testing after a one day delay. The children exposed to the optimistic model made higher self-efficacy judgments than those who saw the pessimistic model during both transfer and delayed transfer testing; however, only the difference during the delayed transfer phase achieved statistical significance. The relationship between self-efficacy measures and task performance was unexpectedly found to be low. This outcome was suggested to be due to inflated self-efficacy judgments by the children. The self-efficacy ratings were found to vary based on the successfulness of the children's performance however. These findings were discussed in the context of self-efficacy theory and prior research. Limitations of the present study were noted and suggestions for future research were offered. Implications for education were described.

A STUDY OF LISTENING-READING SCORES OF AVERAGE AND DEFICIENT READERS

Order No. DA8313782

TRAVIS, PAULINE ALEXANDER, PH.D. *The University of Oklahoma*, 1983. 75pp. Major Professor: Richard P. Williams

The purpose of this study was to investigate the relationship of the listening-reading comprehension scores of average readers to the listening-reading comprehension scores of deficient/remedial readers. The raw scores of two hundred thirty-eight students derived from the *Durrell Listening-Reading Series* generated both the listening and reading scores.

Descriptive statistics were computed for the main effect of the independent variables of sex and reading ability upon the dependent variables of reading scores and listening scores.

A two two-way analysis of variance (ANOVA) tested the independent variables with the dependent variables. The results disclosed no interaction effect existed between sex and reading ability and reading and listening scores.

A linear regression was computed using listening scores as the independent predictor variables. The results attest that listening scores are relatively good predictors of reading ability; accounting for approximately 56.8 percent of variance in the listening scores.

AN INVESTIGATION OF THE EFFECTS OF TEXT MANIPULATION AND MULTIPLE READING STRATEGIES UPON THE RECALL OF LOW ABILITY STUDENTS IN FIFTH GRADE

Order No. DA8313955

WADE, MARGARET RANDALL, ED.D. *The Catholic University of America*, 1983. 162pp.

This research investigated whether phrasing and/or practice would increase the free recall of poor students in the fifth grade. Characteristically, poor readers read in a word-by-word, piecemeal fashion and fail to utilize or access larger language or idea units in print whereas good readers read fluently and have little difficulty accessing meaning from print. Forty-five fifth grade students (23 good readers and 22 poor readers) read four narrative selections designed to reflect Stein's (1978) story grammar categories. There were four possible passage presentations: phrased/practice, phrased/non-practice, non-phrase/practice, non-phrased/non-practice. The passages were randomly presented to each student. Recall was based upon the idea units recalled in an unstructured free recall condition ("Tell everything you remember about the story"). The number of oral reading errors and silent and oral reading times were also analyzed. The pre-reading strategy of silently reading a passage twice before oral production increased the amount of information recalled by both good and poor readers. The number of idea units and the story grammar category in which they belonged were noted. Good readers replicated an ideal story grammar pattern of recall. Poor readers recalled less information than good readers and exhibited no consistent recall pattern in regard to the story grammar structure. Both good and poor readers had fewer oral reading miscues under the phrased conditions. It was concluded that two silent reading practices before oral production increased the recall of both reader groups. While phrasing text into idea units reduced the number of oral reading errors of poor readers, it did not improve the recall performance of poor readers.

THE EFFECTS OF EARLY INTERVENTION ON THE LEARNING RATES OF LEARNING DISABLED STUDENTS IN THE BASIC SKILL AREAS OF READING AND MATHEMATICS: A LONGITUDINAL STUDY

Order No. DA8312292

WELCH, CARMON WHITIS, ED.D. *Texas Woman's University*, 1982. 331pp.

The purpose of the study was to analyze longitudinal data which has been collected over a period of 7 years on learning disabled (LD) students in a cooperative district comprehensive special education program to determine (a) whether or not significant differences in the learning rates of LD students, in reading and mathematics, existed in systematic trends across time; (b) whether or not those differences could be attributed to the ages or grade levels when the students received intervention services; and (c) whether or not the results of the statistical analyses support the notion of early intervention programs to enhance the learning rates of LD students in the basic skills areas of reading and mathematics.

The longitudinal data consisted of pretest and posttest ratings on 257 LD subjects collected with the *Wide Range Achievement Test* (WRAT) which was administered on an annual basis as part of a battery of assessment instruments administered by 2 diagnosticians.

Analysis procedures consisted of (a) a one-factor analysis of variance (ANOVA) on total and average gain to remove any systematic influences of the covariate factors on gain to allow for inspection of differences between intervention levels free of covariate influences (age, sex, ethnic origin, degree of handicap, grade, school districts, IQ, attrition status, and intervention level); and (b) a two-factor repeated-measures analysis of covariance (ANCOVA) on total and average gain to allow for inspection of trends across time and the differences on such trends due to intervention levels. The pretests were always used as the covariate, and when two or more testing measures were dependent variables, they consisted of a repeated factor.

Results of the statistical analyses revealed that (a) significant differences in learning rates of LD subjects exist in systematic trends across time; (b) the significant differences can be attributed to intervention levels; and (c) the notion of early intervention for young LD children is supported by the results of the analyses in reading but not in mathematics.

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